SUPPLEMENT TO

THE FRIEND.

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Who are Debtors to Oahu College?

First and foremost those who have there acquired their education. An opportuny is now offered for them to come forward and liberally subscribe for buildings, and an Endowment.

Parents of pupils educated there are debtors. You may reply; "Have we not paid our term bills, and thereby discharged our indebtedness?" The avails of term bills do not pay one-half the running expenses of the College. The following table will show the tuition fees in the leading Colleges of the United States; hence it will appear that their Endowments are absolutely necessary. If their Endowments were lost, then these fees would be doubled:

"At Yale they amount to $150; Harvard, $150; Williams, $90; Amherst, $100; Dartmouth, $80; Syracuse, $60; Rutgers, $75; Cornell, $75; Bowdoin, $75; Rochester, $75; Brown, $85; Pennsylvania, $150 to $170; Michigan, $20."

Every undergraduate at all these Colleges receives, as a gratuity, at least $100 per annum. In a like proportion the pupils at Punahou are benefitted at least $50 per annum. Tuition fees at Oahu College, about $40.

The Island community is greatly indebted to Oahu College. Now is a most admirable opportunity to pay off that indebtedness. Every debtor may do something. Payments solicited from $1 and upwards. Oahu College now says to all her debtors:—

"Pay me that thou Owest."

☞ The reader will see, in the perusal of the 62d page, there has been a transposition of the 1st and 3d columns.

Grand Opportunity for Investment.

The affairs of Oahu College are now in a most fit condition for enlargement and development. Friends of education, teachers, pupils and others, have shown that such a school is absolutely needed, and can be carried forward successfully. It is no longer an experiment, but a settled reality. It cannot be shown that a dollar has ever been wasted in the management of the school. Its history is that of a grand success, with limited Endowment. Now is an opportunity such as rarely occurs for the friends of Education to make investments which will pay. We do not imagine there can be any doubt upon this subject. As in former years, so hereafter, the school is to go forward, educating our young people of both sexes, and conferring upon the youth throughout this Island community a high-toned, and Christian education. We heartily congratulate the friends of Education upon this most favorable opportunity for liberal and generous investments. We pity the man who, having the means, feels no disposition to aid such an enterprise.

"That man may last, but never lives,
Who much receives, but nothing gives;
Whom none can love, whom none can thank,
Creation's blot, Creation's blank."

☞ We take great pleasure in filling our Supplement with so many admirable and eloquent Addresses, by gentlemen present at Punahou Festival, and also with the Oration of Prof. Alexander, at Fort Street Church, in the evening. The Poem of Mrs. Dillingham's merits special notice. In her introduction she happily alludes to the "reign of chaos," and the wild play of the winds, in educational matters, prior to the establishment of the school at Punahou. The Missionary fathers and mothers were distressed beyond measure with the question, How shall we provide for the education of our sons and daughters, without sending them, during their tender childhood, around Cape Horn to the fatherland? This was a serious question in those early years of the Mission. There was darkness and perplexity, but eventually the clouds cleared away, and the happy thought was sugggested, after much prayer, of establishing this school, which for 40 years has been so successfully carried forward. Mrs. D. has exhibited much skill and poetical ingenuity in thus weaving 126 names into her Poem.

POEM,

BY MRS. E. S. DILLINGHAM,

Read at Fort Street Church,

—— AT THE ——

ANNIVERSARY OF OAHU COLLEGE.

Punahou.

A rustle of leaves on the old mountain side.
A whisper of storm in the air,
And trees that have long been the forests' great pride
A quiver of fear seem to share.
For up from the sea, sweeping over the plain,
And filling the valley below,
Is raging a tempest, of wild wind and rain,
That buries all nature in woe.

The forest looks down from its snug lofty peak
In pitying love on the strife.
Each tree in the vale is a child, frail and weak
Transplanted to strengthen its life.
And now they behold the young limbs torn away
The parasites trailing in dust,
The buds of fair promise, the flowers of a day,
Swept far o'er the plain by each gust.

The mountain re-echoes the woe at its feet,
The thunder rolls heavy and long,—
The lightning's wild play with its terrible heat,
The rush of young torrents so strong,—
The roar of the elements fairly let loose,
Envelope the landscape in gloom.
Fair Nature perceiving no token of truce,
In mist, hides her face from her doom.

The hours roll away, and the storm is nigh spent,
The winds wearied out are asleep,—
By sobs now and then, the deep valley is rent,
The pitying skies can but weep.
The morn breaks at last, and with life in her breath
Revives the poor wrecks of the gale,—
With tenderest touch helps those struggling with Death,
To conquer the messenger pale.

Time flies,—the wild storm is a thing of the past
And flowers and creepers caress
The bruised battered limbs, that were left at the last
So stripped of their natural dress,—
And radiant now in the glory of June,
The forest dreams not, that *in time*,
Will ring from the plains at her feet, a sweet tune
Which caught from the storm, its *first chime*.

Rough torn from its home by the tempest so shrill
A *kou seed* was whirled swift and high;
It fell at the base of a rough *Rocky Hill*,
Alone, unprotected, to die.
But sheltered from harm by the same rocky steep
And fed by a silvery spring,
Soon tiny leaves sprout, while the roots downward creep
New life and fresh beauty to bring.

The twig grew space,—while a sapling in height,
'Twas sturdy and comely to view,—
The branches with many a nod of delight,
Shot upward each year towards the blue.

Not long ere its fame through the country around
Drew many its virtues to test,— [sound]
Each bough that was pruned, showed a grain fine and
And *polish* that *ranked* with the *best*.

They searched far and wide, over land, beyond seas,
For men *fitted well*, for the care
Of breaking the ground near this fairest of trees,
And planning a *future*, to bear
Such fruits of hard labor, such flowers of deep thought
That nations unborn, should rejoice
In learning the lessons, their sires were first taught
When this *Alma Mater* found voice.

The first who was found this great charge to o'er see
Ranked high mid'st his fellows in lore.
Though spelling his name with *D, O, L*, and *E*,
Ne'er doled out his treasures in store,
But gave in full measure the fruits of his toil
To those who had gathered to share
Thus early, the benefits reaped from the soil
By his *faithful labors* and care.

And while to their minds, hearty food he dispensed,
With nourishment plain, clean and nice,
Their bodies were fed, and the fare recompensed
By being oft, number one, *Rice*.
Nor must we forget in those days long since flown
The lady severe in her zeal,
Whose famous *"green chest"* to tradition is known
Which wonderful tales might reveal.

But time quite forbids, and we hasten to tell
Of changes which later took place,
When those who had labored for twelve years so well
Resigned to successors with grace.
The next who was found this great charge to assume
The mem'ries of all have enshrined
With tributes of love and respect, whose perfume
Serves ever those days to remind.

The *Beck-with* whose hand, and the glance of whose eye
Caused order supreme to exist,—
Whose love for the beautiful, noble and high,
No turbulent sprite could resist.
The sturdy young tree *flourished well* neath his reign,
The grounds far around were prepared,
Ere five years had passed, what he sought to attain
A *College full fledged* was declared.

The next noted change in this plot classic grown,
Was rearing of two gifted *Mills*.
And busy the hum by machinery thrown,
O'er plains to the echoing hills.
Eternity only will serve to unfold
The mighty work wrought by their skill;
Their *Hoppers* o'erflowed with rich *Corn-well* foretold
By thorough laborious drill.

What wonder a *Horn* full of plenty and sweet,
And pears *Bartlett* famed, found a place
With *Baldwins* and *Lemons* the fruits to complete,
Which grew at their bidding apace.
But more of their wond'rous successes anon,—
The wheel of rotation rolls round,
And here at the front, with a fame richly won,
A man full of learning is found.

Alexander the Great! once the ancients were known
To claim for *their* hero high praise,—
But here in our midst has experience shown
A greatness that rivals those days.
A greatness of patience, of courage, of heart.
Of gentleness true and refined,—
Of research profound, with a love for each art
That sweetens and strengthens the mind.

The pruning and culture he gave to his charge
Is ever remembered with love.
We know a reward for his labors so large
Is waiting to greet him above.
And now 'neath the wide spreading shade of our tree
Two *Churches* raise heavenward their spires.
Through ten earnest years they endeavored to be
True guides for life's noblest desires.

Through heat and through cold, 'mid the sunshine and [storm]
They stood at their post undismayed;
No duty e'er met them, they feared to perform,
Or joy, but they gladly repaid.
To prove that the ecclesiastical work
Was thoroughly done, is our hope;
The past says itself, there were men in the kirk
Two *Parsons*, three *Bishops*, one *Pope*.

The influence the *Churches* exerted will last
While twigs round the present stem twine,—
But turn we our thoughts to the time nearer past
And see the light steadily shine
Through years, when staunch *Amasa Pratt* took the lead
In training ideas how to shoot.
His record abroad ranked him sure to succeed
And show for his labors much fruit.

And what better proof do we need of his drill
So tireless and earnest withal
But this, the Trustees have *recalled* him to fill
A seat in our dear College Hall.
We welcome his coming, assured of his zeal
In all that is highest and best,
And years yet to come, will his efforts reveal,
When toil is succeeded by rest.

The President now in the Chair needs no praise
To heighten his standing and worth;—
The sun of sound knowledge ne'er shed brighter rays
Since first he illumined the earth
Than now, o'er the thorough and vigorous strokes
Each day sees imparted with power;
The spirit of learning such ardor invokes
That mind grow apace every hour.

But while we have paused with brief mention to note
The Presidents early and late,
We do not forget, that the work to promote,
Took *helpers* of *number one rate*.
Each chief had a staff, wherein women took rank
With men in the training of brain.
For music, and art's varied branches, we thank
These fair gifted teachers again.

We stay not to call each true helper by name
Alumni know well, every one;—
Their mem'ries can surely from every one claim
A love and respect richly won.
And now after *forty years* struggle and growth,
Our *seedling* a *tree* all behold;
Its friends, a review of the past nothing loth,
Ask *proofs of the work* to be told.

Go forth through the earth where *Alumni* have gone,
Invade each department of life,
And see if the words of the Master *"well done,"*
Apply not to most in the strife.
You surely will find an *Arm-strong* for the right
Fulfilling the teachings of youth,
While *Andrews*, and *Gulicks* and *Judds* all delight
In furthering justice and truth.

The *Coans* and *Forbes, Alexanders* as well
Have taken high stand in the world,—
The *Cookes, Parkers, Clarks, Kinneys, Carters*, all tell
Of blows at the enemy hurled.
The *Baileys*, the *Whitneys*, the *Hitchcocks* and *Bonds*
Have won for themselves varied fames,—
While *Hillebrand, Foster* and *Corwin* beyond,
Have witnessed no *Lack* of high *Emmes* (aims).

Though toilsome the way, yet the man that in spite
Of trials untold, can (e'er) *Ir-win*
High rank mid his fellows, by toil day and night
Proves grit of the first class, within.
No *Pythias* glows on the lists of the past,
But *Damons* you know there were four,,
While *Davids* and *Jonathans* come thick and fast,
In running the history o'er.

We stand 'neath the shade of our tree and behold
How the landscape stretching away
Is heightened in beauty by culture untold,
So silently wrought day by day.
On one side, the *Woods* with their *Flora* are seen,
The other, fair *Parkes* meet our eyes,
Where *Lilies* and flowers de *Luce* mid the green
Oft *Hyde* as we seek them to prize.

A charm leads us on, and we see that *Tis-dale*
And meadow, repeated again.
We find the *Fair-banks* the old perfume exhale
The *Bur-banks* as blooming remain.
The *Martins* are singing their songs overhead,
The *Camp-bells* are ringing afar,
While notes from the *Fyfe* o'er our senses are shed
Like music from some distant star.

Ere wandering far to school days we return,
For live stock we plainly perceive,
At first we *Met-calfs*, then a *Fox* plain discern,
While four noble *Lyons* take leave
Of snug leafy bowers, as nearer we draw;
Their keeper assures us the while,
The *Wilder* they are, they are wholly in awe
Of a *Lamb's* slightest motion and smile.

See scattered around 'neath the shade denser grown
Retreats for the weary called *Booths*,
While off in the distance *More-houses* are shown
Right down to the water in truth.
And here in the mid'st of the spot choicest kept
Our musical *Hall* has its place,
While dotting the peaks, by the winds often swept
Nine *Castles* of learning we trace.

We note a brief *Winter* with *Snow* on the ground
When *Col-burn*(ed) was grateful to all,—
We mark a small crop of fine *Oats*, and around
To keep out stray *Walkers*, a *Wall*.
We must not forget all the *Smiths* of the time,
Who wrought every branch in their line;
Nor eight lustrous *Dimonds*, our own sunny clime
Produced, unsurpassed, here to shine.

Though free from the slur by mixed color implied
And finding in plainest of terms,
That *Blacks*, *Whites* and *Browns*, even *Greens* oft have vied
In feasting on classical germs.
Yet also we find a *"bon ton"* in the past,
Supported by names widely known,
Where *Atherton*, *Thurston* and *Ren-ton* hold fast
With *Turton* in this social zone.

The *Weights* that were *Hardy*, with *Ways* light and *Gay*
And those you could *Pierce* and *Grieve* too,
With *Ladds* that were *Fuller* of fun every day,
And *Frear* from care's leaden hue,
Are found on the list of the happy, who drank
From Punahou's spring ever clear,
Where *Poor*, and the *Meek*, and the *Savidge*, took rank
In *Kings*, and high *Chamberlain's* sphere.

Though *children* the most part, the pupils have been
We find a *few* names where the *man*,
Has taken a place mid the ranks, there to win
A place for himself, if he can.
A *Chap-man* stands forth, with two *Gil-mans* near by,
And *Ly-mans* e'en numbering ten;
A *Wake-man*, a *Moss-man*, three *Shipmans* descry
While *Lish-man* and *Still-man* all ken.

We find Scottish names represented quite well,
A *Malcolm*, a *Douglas*, a *Wallace*, and *Bruce*,
And hark to the list of the *Macs* that will swell
The roll, as I each introduce.
Makees and *McGrews*, and *MacFarlanes* have been
In days long ago, while *McGuire*,
McLean, and *McDougal* and yet a *McQueen*.
Ere winds up the list *McIntyre*.

A new generation has come to the fore,
The fathers' old places to fill.
See *Adam-son*, *Col-son*, and *Dicken-son* pore
O'er studies so sadly up hill;
While *Dick-son* and *Emer-son*, *John-son* at length,
With *Morris-son*, meet to engage
The *Peter-son's* skill, the *Robin-son's* strength
For the prize of the graduate stage.
Now *Richard-son* not to be daunted the while,
With *Robert-son* ne'er known to yield,
And *Soren-son*, join in the strife with a smile,
Yet *Thomp-son* just sweeps the whole field.

But *where* are these names so familiar to all
Found now, as we sum up the past?
In every department of life, should you call,
Responses would come thick and fast.
Mechanics, *inventors*, foundations have laid
On which large interests rest.
Keen lawyers, *wise judges*, *learned doctors* have made
Bright homes for themselves east and west.

Brave *warriors* there've been, that were glad to engage
In crushing oppression's rough heel.
True *ministers* also of Christs' on life's stage
Ere striving its miseries to heal.
Professors profound, brilliant *orators* too,
And *poets* of varied degree.
While *bankers* of wealth, *business men* not a few
Are here, and beyond the blue sea.

The word *literati* embraces a host
Who've made for themselves fairest names,
And who in the World can more heartily boast
Of *daughters* of *song* rich in fame,
Or artistes with brush and pen here and abroad,
Whose talents we all proudly own?
And lastly the *mothers*, whose praises to laud
Their children delight, in love's tone,

In calling Alumni by name, we are proud
The ring of such *metal* to hear,
And know that each heart echoes warmly aloud
Aloha for Punahou dear.

We ask in return for the good obtained there,
And realized better each day.
That deep in your hearts, you'll her *interests* bear
And strive her good gifts to repay.

With *tangible proofs*, that will strengthen her place
The seats of sound learning among ;
Will add to her *resources much* that will trace
In *future*, far more than we've sung.
Oh ye ? whose true mettle we're proud to behold
And find in real life's foremost ranks,
Replenish her *coffers* with silver and gold,
And take, in her growth, warmest thanks.

[From the *P. C. Advertiser*, June 18, 1881.]

Fortieth Anniversary of Oahu College.

At the invitation of the Trustees a large company assembled at Punahou to join in a festive celebration of the fortieth Anniversary of the College. Ample table space and a bounteous provision of good things had been made for many more than were present, and there was a notable preponderance of the fair sex. To those of the sterner sex who ought to have been there, and were not, it may be said that, in every sense, the loss was theirs. The luncheon provided by the lady friends of the school was perfection of its kind, and profuse both in its abundance and its variety ; the Band played some charming airs ; all the surroundings of bright faces, sunshine, green sward, and shade-bestowing trees were pleasant to look upon; and the interesting detail of reminiscence, the earnest eloquence, the bright and genial humor, the happy knack of saying the right thing and no more, which characterized the speech-making of the occasion, rendered that part of the day's programme thoroughly enjoyable.

About half-past two Mr. S. B. Dole requested those assembled to "come to order" by securing seats at the tables, intimating that the table on the Ewa side of the tent had been supplied with poi for the benefit of the "poetasters." The Rev. Dr. Damon took the chair, and the Rev. W. Frear invoked a blessing on the assemblage, and on the College, praying that the occasion might, by Divine blessing, be for it a starting point of new and greater things. Then followed a clatter of knives and forks and a clatter of tongues, with what a German might call a "tone-background" of lively airs from the Band. The Rev. Chairman, in wise appreciation of the length of the programme of speeches that had been arranged, did not wait till the business of luncheon was complete before he called upon the Rev. S. E. Bishop for his address, the subject of which was "The American Mission, and its connection with this Institution," at the same time informing his audience that the "only reason" why Mr. Bishop had not been a graduate of Punahou was the fact that he had been sent to college in America two years before the foundations of Oahu Collegs were laid. Mr. Bishop described the educational institutions that existed in the Islands before Punahou ; referred to the origin of the school as one for the missionaries' own children and to the handsome gift of land with which the Rev. Mr. Bingham endowed it; spoke of the characteristics necessarily impressed on it by the circumstances under which it was founded, viz: "the union of mental with religious culture;" and invited all to become participators in the benefits and in the generous support of the school, assuring them that investments in such institutions were both safe and fruitful. The Rev. Mr. Forbes, who entered the school 39 years ago, followed with reminisences of "Punahou of Olden Time." What school elsewhere, he asked, that had done so much, would be allowed to stand there with old adobe buildings and those rough old posts which he remembered so well. They ought to raise fifteen, twenty, aye, fifty thousand dollars if need be, and he was ready to do his own humble share towards it.

Mr. A. S. Hartwell then addressed the meeting on "Other Colleges." As a graduate of Harvard, he thought that College was both misunderstood and overrated; misunderstood by those who thought it a hotbed of infidelity and irreligion, overrated by those who thought that because a man had gone through Harvard College he must know something. The motto of that College was "*Christo et Ecclesiae*," and it was lived up to and believed in by a large majority of both professors and students. He spoke of the record of Harvard men during the war—the perusal of which had melted the heart even of that "savage old Carlyle," and led him to bequeath a library to the College. He spoke also of those country colleges in the States which Harvard men were so apt to speak of as "fresh-water colleges," of the earnest work done in them, and of the men they had turned out, and dwelt on the fact that great educational institutions were very much what leading men made them, instancing how the influence of Arnold of Rugby was even now felt in the Imperial councils of Great Britain, and among the leading minds of the United States. The moral of this was that they should have such an endowment of Oahu College as would enable them to bring the best class of men here

The Rev. Dr. Hyde spoke on "The influence of this College on Christian Work on these Islands." Quoting from a sagacious observer of human life the saying that the differences between the careers of men originated in the different purposes in life they chose, he claimed that of the prominent workers in all departments of life in these Islands, most of them owed their value as members of the community to the turn given to their minds in this institution.

Mr. C. R. Bishop then read an interesting account of "The State of Education in this Kingdom," in the course of which he remarked that there were now only three districts, viz : Puna, Lanai, and Ewa-Waianae, in which instruction in the English language was not given in the primary schools. The work of teaching natives in the English language had had many ups and downs, but he thought the condition of things was now much changed, and far more were desirous of such education than formerly. In looking back on the educational work done in this Kingdom, whilst they might not be quite satisfied either with the effort or the result, he felt they had still room for some congratulation.

Mr. S. B. Dole was then called upon for an address on "The Alumni of Punahou." After some personal reminiscences, he remarked how few of his fellow students at Oahu College were in the Kingdom at this day. Many he had to mourn for as passed away, but the majority had gone out into the world. Punahou was a "salt-water College," and the majority of its scholars took to the water as soon as they left school, and the Islands had lost much in permitting so many who had received their training at this institution to go away and make themselves names, and do good work, in other lands. In concluding, he told the chairman that he knew he was going to tell the meeting that the Alumni of Punahou had never given a dollar to its funds, and he desired to forestall him by saying that they had never been asked. Before he sat down he would call on all those who had tasted of this spring (*punahou*), wherever they were in the world, to help to build up an institution to which they owed so much. He felt sure they might rely on those who were here, as well as on those away, to stand up for "old Punahou."

His Ex. J. M. Comly followed with an address on "Liberal Education." He congratulated the people of this country on the fact that there was a lower percentage of illiteracy here than in any kingdom in the world, or in any but one of the States which form the American Union. He spoke strongly against that too prevalent system of education which might be described as "cram." The quaint humor of the illustrations with which he enforced his arguments elicited unbounded applause. He described the true direction which education should take so as to train the young to explore the field of knowledge for themselves.

The Rev. W. Frear was then called upon to speak of "the Work of the past Decade." He spoke, in a manner which evidently impressed his audience very strongly, of the good work which Punahou had done during the time he had been in the country. It might have done more if it had more of the modern appliances of teaching, but it had done the work it had to do and done it well. It had done a work over which he had not ceased to rejoice ever since he came to the Islands. His regret at leaving here was as much on account of Punahou as for anything else. He was indignant when he heard any one speak of the school as a failure. His trouble and anxiety about his children had been only till he could get them into Punahou—once they could enter there he felt no more anxiety. There was more for Punahou to do, and he rejoiced in the prospect that the means of doing it were now about to be provided ; but he would have none disparage the work which the school had done.

Mr. W. L. Jones, the President of the College, spoke next on "The Present Work of the College." He said that they had been engaged all day on Monday and Tuesday, and would be again that evening, in showing the "present work" of the school, and explained how the spirit of the present times had necessitated changes in the curriculum which was familiar to their fathers in the days when Punahou was founded. They still believed in Greek and Latin, but to meet the wants of the community, some changes had been required, and they must pursue those changes still further. At present one man had to teach what three or four undertook at Yale. They were giving instruction in chemistry without a laboratory, in natural philosophy without apparatus, in astronomy without a telescope, in natural history without the necessary appliances. They were also endeavoring to teach music of a high character, and giving a training in vocal music. They believed, too, that an institution that addressed itself to the intellect only, without endeavoring to develop character, failed in its proper work. Without saying that their pupils were all angels, he felt that they had not been unsuccessful in this direction also.

The Chairman, to whose lot it fell to expound "The Needs of the College," then read an address purporting to be from the "Alma Mater" of the School to its pupils

(*Continued on Page* 62.)

Addresses Delivered at the Fortieth Anniversary of Oahu College.

Rev. S. E. Bishop's Address.

By the topic assigned me, I seem to stand to-day in the place of the honored fathers who founded this school of learning; not perhaps inappropriately as being the oldest present among their sons.

Judging from the theme of the speaker who is to follow, I am expected to begin at the beginning.

By whom then, and why was this school founded? It was by the American Missionaries; at the outset, for the education of their own children, and then as a civilized community began to grow, for the higher education of the youth of the community.

Coming here chiefly from New England and from districts settled by New England people, our fathers brought with them the New England belief in general education. Ten years antecedent to Punahou, they had established the Seminary of Lahaina for the higher education of Hawaiian youth, where alegbra and trigonometry were taught in the Hawaiian tongue, when Punahou was but a primary school, and whose semi-centennial is observed this year.

For the young native Princes also, the Royal School had been established under Mr. and Mrs. Cooke, and a boarding school for native girls was opened at Wailuku.

While thus bountifully supplying the intellectual needs of the native people, the children of the Missionaries themselves had continued without other instruction than could be given at home. With sad partings nearly all of us were sent away in childhood around Cape Horn to the fatherland, some almost in infancy, some to refined homes others to harder nurture, and many to the chances of boarding-school-life.

The Mission was in strong force, and children were multiplying to them until their very numbers were making a very formidable appeal. They must provide for their own house; they did so; with favoring Providence, and the fostering aid of the American Board they were enabled to provide well.

This valuable tract of land had been presented by Boki to Mr. Bingham, and by him most generously given to the school. Just forty years ago, at the house of Mr. Beals, in Canandaigua, I heard that invalid missionary mother, Mrs. Bingham, narrating with deep enthusiasm the story of the precious opportunity they had enjoyed of providing a delightful home where the Mission children could be educated.

This was the beginning. The school was the precious child of the American Mission as it were; it was all their children rolled into one. Whatever the growing needs of the children demanded the parents took earnest counsel in their annual meetings to supply. In this, they received due aid from the Board at home, who fully appreciated the importance of fostering here a colony of educated christian youth.

The children grew apace, the youth pursued higher studies, the young men went abroad to college, the daughters to female seminaries; a white community of cultivated and Christian families began to gather about the strong nucleus of civilization existing in the missionary families. Our institution opened wide its doors, grew, and increased.

A development went on, the process of which will be discussed by other speakers. It was a noble evolution which to-day, we may hope, has reached a new stage of progress when our beloved school shall blossom into a nobler growth. It is an evolution proceeding under God's own good superintendence, having its genetic force and its informing law stamped upon it at the outset. That force was zealous devotion to the highest growth of the human soul in likeness to God; that law was the wedded union of religious with mental culture; the intellect to be trained in disciplined activity, and furnished with the keys of knowledge, simultaneously with the training of the will in loyal obedience to Christ, and the affections in loving devotion to our Lord and King.

Only so, our fathers felt, could the whole man grow in symmetry, in beauty, in health.

Any other scheme of education would have been impossible with men who had given their lives to the work of turning this people from idols and sorcery to the Lord Jesus. This principle of Christian education is foremost in Oahu College, by the purpose and provision of its founders, and on this basis it claims to-day our profoundest confidence, and deserves our most munificent support.

For forty years has this worthy creation of piety and parental love been growing. Its fruit is all around us in the mental and moral elevation of this most exceptional tropical community. It is a strong school. It is no shell of lumber to tumble to pieces in a week. It is a structure built soldly and firm, in truth and wisdom and love, to stand and to grow, and to be a home and centre of light for many generations. With no pretense or boasting, we declare that investments in such an institution will be enduring and productive.

The name of "Missionary" has had its periods of opprobium as did once the name of "Christian," and successively the name of "Puritan," of "Methodist," and of "Abolitionist." Like those names, it has grown to somewhat of honor in later days, while still exposed to reproach. Of late, we missionary people have found many to suffer like affliction with us. Iterative vituperations have been emanating from a well-known source, stigmatizing the largest and best part of our white community with the objectionable name of "missionaries."

Well, we will welcome you to partake in this our grievous affliction. We will gladly extend to you all, good friends, the little of missionary people, with whatever of reproach or of honor it may convey. May you all be missionary in spirit and in effort. We invite you all, we invite everyone in this Hawaiian community, European, Polynesian, or Asiatic, who are loyal to what is true, honorable, just, pure, lovely and of good report, to count yourselves of the goodly fellowship of the Missionary Fathers who established this school of Christian learning. We welcome you to a full share in its benefits, and ask for it your generous support.

Rev. Mr. Forbes' Address.

A response to such a sentiment as this, being chiefly of the nature of reminiscence, is hardly so well adapted to deliberate written expression as that of my friend who has just spoken.

I can remember well the time when these buildings were not here. There was then but a single grass house, standing back of the "Hau" trees where the stable now is. At that time this spot was a bright oasis of green, looking out toward the town and harbor across a dry and treeless plain, barren of verdure except for the creeping "nohu," with its modest yellow blossoms and silvery green leaves and its prickly burrs, which wherever they lay always had a thorn uppermost, ready for the luckless tread of barefoot urchins. The shimmer of the air in the midday sun amounted almost to a mirage upon this plain, and made the contrast all the greater when one reached this cool retreat, with its clumps of sugar-cane growing in front of the house, and its terraced rows of taro patches fed by the old spring, which covered the eastern half of the enclosure with a lovely mantle of green.

Thirty-nine years ago, how well do I remember helping to plant and water this noble tamarind tree which now spreads its welcome shade above our heads. *Thirty-nine years ago!* It almost frightens me when I look around and see in this company some of my schoolmates of the other sex, who might not thank me for saying it! These buildings were then new, but they stand unchanged to this day. I recognize yonder room at the end of the west wing, where I spent five happy years, and it is the same identical room to-day that it was then. These veranda posts are the same old posts; the rafters are the same old rafters (though shingles have taken the place of the old covering of grass thatch), and the adobe walls are the same to-day that they were then.

This school was founded on the good old principle, "he that eats must work," and accordingly one hour in the morning and one in the afternoon of each day saw its troop of barefooted boys, with their hoes in their hands, marching down to the field to earn their daily bread. Right where those algaroba trees now so thickly grow, what crops of corn, beans, squashes, melons and bananas did we manage to coax out of mother earth, with the addition now and then of a mess of strawberries, radishes or peanuts by way of diversion. But those were the good old days long ago, and I must not trespass further on your time and patience, or I might keep you here till night. Let me close with an appeal for the endowment of this Institution. What school in any other civilized Christian community, which had been as successful and had done as much for the nation as this, would be allowed to exist for forty years with the same old adobe buildings, the same old posts and timbers unchanged and unimproved? It is time new buildings were erected and enlarged facilities provided for the needs of this Institution, and I earnestly hope it will soon be done. Ten, twenty, fifty thousand dollars are needed immediately, and the investmest would well repay the givers.

Mr. Hartwell's Address.

Mr. Hartwell being called upon as a gradnate of Harvard said that neither Harvard College nor any other college can make brains. Appreciated the distinction of being called upon to address those who represent the cause of letters in this Kingdom. Harvard College was often over-rated and often misrepresented. It was not true that graduating there shows that the young man *knows* anything. The smaller country colleges sometimes called "fresh water colleges" showed just as sincere and manly work as did Harvard, and fit men equally well for fighting the battle of life. But it is not true, on the other hand that Harvard University is the hot-bed of infidelity and irreligion which some would have it to be. The old motto of Harvard, *Christo et Ecclesiae* is not forgotten, but the great majority of Cambridge men at least try to practice in their lives the principle of sound religion, while detesting shams and hypocrites. Nor does Harvard train mere theorists or dilettanti. That old college is proud of the record of her sons during the Great Rebellion. Even savage old Carlyle, who could hardly think well of any one, and who once expressed great contempt for America is said to have changed his views after reading the memorial Biographies of the Harvard men who fell in the war, and bequeathed some of his books to the Library of that University. It is true of all schools that they bear the stamp and impress of their heads. Consider the influence on the educated classes in the United States of such men as Presidents Walker of Cambridge, Woolsey of Yale, Wayland of Brown, Hopkins of Williams' and Horace Mann of Antioch; of Master Gardener of the Boston Latin School, Sam Taylor of Phillips' Academy and Hoyt of Exeter. There are those here who could tell their own experience of Harrow, Rugby and Eton; the speaker thought that Dr. Arnold's influence is felt to-day in the Imperial Councils of Great Britain; certainly it is widely felt in the United States.

The moral of this is that Oahu College should have an endowment of at least $100,000, from the income of which three chairs say of English literature, mathematics and the classics could be filled with first-class men. When this is doue, this country will be safer and happier than it is now. No country is safe until it establishes the nobility of letters on a sound basis.

Rev. Dr. Hyde's Address.

"The longer I live, the more I see of the workings of human nature," said one of England's greatest men, "the stronger is my conviction that the differences among men in character and success, humanly speaking, are owing mainly to their different purposes in life." In that "training of youth in the various branches of a Christian education," which is the object of this institution, we seek first of all to lead every mind to make God and His holy will the supreme choice of the soul. Without this high purpose, men are machines or tools. not children of immortality and heirs of heaven. To have no individual purpose to accomplish, to recognize no motive of action but the whim of the moment, is to write one's self a cipher, with no significant value in the great sum total we call the world, no value whatever except from the mere fact of position. The great question that the world now asks of every one who claims that the world owes him a living, is "What work can you do?" When He whom we adore as the World's Redeemer, the Master and Lord of All, came into the world, His people asked Him, "What sign showest Thou? What dost Thou work?" "This is the work of God," was His reply, "that ye believe in Him whom He hath sent." The first step towards the right end in life is the recognition of the Lord Jesus Christ, as not only our Divine Redeemer from Sin, but our Teacher and Standard in all holy living. How many of the pupils at Punahou have here first been roused to think seriously of their work in life. How many have here made their choice of a life of faith, living thenceforth for the Unseen and the Eternal, not the present and the sensual. Could these walls speak, they would testify of many earnest questionings, not of facts in science or history, but in regard to personal duty and Christ's claims. It has been the privilege of the teachers here, not only to be guides, philosophers and friends to youthful pilgrims in the fields of literature, but to point many a young inquirer to Him who is the Way, the Truth and the Life for every child of God. Read over the names of those who in these halls of learning have been taught the rudiments of Christian science, and notice how many of the prominent workers in this community, in every department of active industry, have once been connected with this school at Punahou. They are the lawyers, the clergymen, the physicians, the merchants, the scientific experts, the thriving mechanics, the skilful ship-masters, the sugar planters and sugar factors in this city and all the Islands. They are busy in Christian work, in its widest sense, all work done with reference to the advancement of God's gracious purpose of a redeemed and regenerate humanity. There ought to be special effort to furnish from the pupils of Punahou whatever workers may be needed in any

department. In the limited idea of Christian work, as direct effort for the salvation of men from spiritual death and their advancement in spiritual life, life in Christ, life with Christ, there has not been realized doubtless all that was once anticipated. We cannot tell of great achievements in carrying farther and raising higher the standard of the cross among these Hawaiians or other Polynesian races. But so too in other departments Punahou has not reached the high ideal which the founders of Oahu College hoped to see realized. Yet also must it be said never before has the institution had such golden opportunity as at the present time. Never before has there been such financial prosperity as would warrant the expectation and the possibility of the expenditure of such an amount of money as is imperatively demanded, if this institution is to realize in fact what in name it promises to provide for the educational needs of this community. Let those whom God made the stewards of His earthly bounty give liberally to furnish the needed appliances and conveniences for a thorough education. Let those who, bearing Christ's name, are representatives of His spirit and leaders in His work, see to it that all their plans and purposes for Christian work are in harmony with Christ's purposes of mercy and love. No small value can be assigned to this institution in the introduction to these Islands of a Christian civilization with its high aims and approved methods. We may not see the work, so well begun, carried out to its full completion. Imperfection pertains to all that is human. Only He who on the cross of Calvary ended His duty and His life together, could say, "It is finished. I have finished the work that Thou gavest me to do." But it was "for the joy set before Him"—the joy of a gracious purpose successfully accomplished—that "He endured the cross"; His life of self-denial and self-sacrifice; His death of shame and agony. Such a gathering as this, such a time of joy as this, in witnessing the purpose that founded this school realized so far as we see it to-day, is a foretaste of that eternal joy when Christian work shall have its full fruition in the kingdom of heaven. Then to all connected with this school, who have contributed to its success or been profited by its privileges, may there come from the Master that approval which is the highest incentive and the crowning joy of all Christian work, "Well done, good and faithful servant, enter thou into the joy of thy Lord."

Mr. C. R. Bishop's Address.

In order to fully appreciate the present condition of education in this country, it would be necessary to review what has been done, and the experiences of the past, and to make comparisons, but we have no time for such a work now. The reports made to the Legislature from time to time are accessible to all, I must confine my remarks to-day to matters of the present.

The Act of January 10th, 1865, and the amendments thereof, comprise the school laws of this kingdom; in which, it is stated, that the object of the common schools supported by Government is to instruct the children of the nation in good morals and in the rudiments of reading, writing, geography, arithmetic, and of other kindred elementary branches. To constitute a legal school, it is necessary that it shall be kept not less than 180 days in each year. All children between the ages of 6 and 15 are to attend some legal school; and parents and guardians are liable to penalties if they neglect to send their children or wards to such a school. Those less than 6 and over 15 years of age are not excluded from the Government schools. For the support of schools, all males from 20 to 60 years of age are liable to an annual tax of $2. The interest on the fund derived from sales of lands and from rents of lands leased are used for the support of select schools, and for building and repairing schoolhouses; and last but not least, on the appropriations of public funds by the Legislature for the support of, or aid to Government schools, aid to family schools for Hawaiian girls, and for scholarships in Colleges. These several taxes, incomes and appropriation are by law placed under the care of the Board of Education, and are expended according to law. In 1878 the school tax collected amounted to $31,038. In 1879 it was $36,434, and the total expenditure for educational purposes in that year was $84,000.

For 1881 the tax will probably amount to $43,000, and the whole expenditure to more than $100,000, which will consume all of the funds available for such purposes.

The amount expended for building and repairing school-houses in the two years ending March 31st, 1880, was more than $24,000; and for the year ending March 31st, 1881, something over $10,000, making over $34,000 for the three years. And during the last year the special grants to family schools for native girls (in addition to the capitation grants) amounted to $3,400.

The average annual cost of English text books is about $2,650, and these and the other books used in the schools are furnished at cost.

There are but six districts in which the schools have, during the year 1880, been supported exclusiveiy by the tax paid in the respective districts, (to wit; Kau, Makawao, Ewa and Waianae, Koolaupoko, Lihue and Hanalei,) and in some of these the opening of English schools will soon make the expenses to exceed the taxes.

The terms of the Government schools cover 42 weeks of each year, 5 days of 5 hours each, including recesses in each week.

Tuition in the Government schools in which only the Hawaiian language is used is free, and in those in which the teaching is in the English the charge is $5 per annum, except in the Fort Street School, where it is 50 cents per week.

Referring again to the school tax, I would here remark that if the tax for this year should be collected from all who are liable to pay, the Chinese will pay more than all other nationalities combined. All of the Government schools are open to the Chinese the same as they are to the natives and to the children of other nationalities and the Government pays a teacher in one English Day-school, and aids an evening school for them. The last Census shows 8,658 as the number of children between the ages of 6 and 15.

On the 1st of January, 1880, there were 210 schools of all classes, with an attendance of 7,164 scholars. Of these 57 per cent. were in the common schools, 18 per cent. in the select schools, and 25 per cent. in the independent schools; 57 per cent. were taught in the Hawaiian, and 43 per cent. in the English language. In nationality they stood about as follows: 79 per cent. Hawaiians, 13 per cent. Half-castes and 8 per cent. of all other nationalities.

Since the above date ten new schools have been opened by the Government, in which the teaching is in the English language, with an attendance of about 515; and provision has been made for one more such school; so that at the present time those taught mainly in the English, and those taught exclusively in the Hawaiian are about equal in number.

The total number of common schools taught in Hawaiian March 31st of this year was 145, in some of which, the attendance is less than 10, and in quite a number under 15. Since that date several of these schools have been closed by the substitution of English schools for them. And although the number of these common schools has been greatly reduced latterly, the whole expense for that class has not been lessened, because higher wages are now paid to teachers, and in most cases without any corresponding improvement in the quality of the service.

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No considerable proportion of the youth of a nation can be educated in boarding schools, or away from their parents and friends; and it is not reasonable to expect that they should be. The masses must work up together, gradually; and the character of the masses, (not of the favored few) will be the character of the nation. In a field of cane there are large hills and terracing stalks scattered here and there, but the crop depends upon the average of the field, and the good cultivation of the whole.

In looking over our field to-day to see what has been done and how we stand, in order to answer the inquiry as to the present condition in this country, we may not feel quite satisfied with ourselves or with everybody else, but Mr. Chairman and friends, have we not some reason for congratulation upon what has been accomplished, and for hope for better things to come in the future?

Is it not probable that a majority of the children of foreign blood now in our schools, will spend the most of their days on these islands? If so, here will be their field of duty and of labor; and here their influence will be felt. Should they not be taught, in common with the youth of aboriginal stock, to look upon this country as their home and their country and upon themselves as Hawaiians.

Mr. S. B. Dole's Address.

I am afraid that it appears rather presumptuous for the Committee of arrangements to nominate one of their own number as a speaker on this occasion; it seems so to me, and if any explanation is required I refer you to my associates, believing that the matter demands an investigation. I am glad that the second speaker, Mr. Forbes reported for himself as one of the *alumni*, for his school days at Punahou were mostly before my time; my memories of him being of the vaguest character except that he was a very good fellow. Those whom you call the *alumni* of Oahu College, I remember as boys and girls playing on these grounds and going to school in the old schoolroom in the middle wing of these buildings. I have reason to remember some of them well, for with others of the small boys, they sometimes made me ride the rail, or they swung me into the bathing pond oftener than I wished, or they drove me out of their rooms when my company was not wanted, and then sometimes were more considerate and made me sailboats and other toys. Here is the place where they received early impressions, where their characters were in large measure formed; I agree with a former speaker that the influence of the leading men in a school, the head teacher and his assistants is very great over their pupils in the process of forming character, yet it is equally true that a great part of the controlling influence received by students comes from their associates. Young people at school strongly act and react upon each other. Each institution becomes a clan and develops *an esprit du corps* which fastens its special enthusiasms and keeps up standards. This is very marked at Harvard, where even under unpopular presidents the body of students support and carry through the traditional high standards of the College. Punahou Mr. Chairman, is a "salt water college," and its scholars take to the water like newly hatched ducklings on leaving its walls. Does not the record show this?. We find them all over the world. It is our misfortune that so many of them stay away. It is not perhaps saying too much that the country in losing them loses one of its best elements of strength. Where are they to-day, these Punahou alumni? We mourn those who have fallen by the way, but they are not forgotten. But where are the rest,—have they disappeared in the great world? No, they are everywhere; they have made their mark, some as professional men, preachers, doctors, lawyers, some as men of affairs, some as missionaries, some as writers; and in the greatest battle of freedom some have shouldered the musket and marched and fought through the conflict, some have led regiments and armies and some in the roar and smoke of the fight amid the clashing of steel have laid down their lives and still sleep where they fell. Of the girl alumni—they are all over the world as missionaries, writers, newspaper correspondents, sweet singers, teachers, and best of all—wives and mothers now raising up a generation of the future alumni of Punahou.

And so Mr. Chairman, we find that the waters of the Punahou spring—a current so soft and weak that a hand might stop it or turn it aside, have flooded around the world; to-day they refresh the war worn fields of the Southern States, they irrigate the mountain slopes of Spain, they water the islands of Japan, they have trickled through the wastes of China, their music is heard amid the Southern Seas. I know Mr. Chairman that when it comes your turn to speak, you are going to say that the alumni have never given a single dollar to Punahou; I say that it is because you as a Trustee have never asked them for a single dollar. And now standing here I call upon all who have drank of this spring at its source, who have quenched their thirst in its waters and have received strength and skill for the battle of life and for the winning of success and fortune, to come and replenish its waters, to rebuild their cistern and make the new spring Punahou forever new and perennial for the refreshing and strengthening of future generations.

Gen. Comly's Address.

A week or so ago a member of your Committee came to me and asked me to prepare a little extemporaneous speech, not to exceed six or eight minutes in length, to be delivered on this occasion, and to tell What I Know About a Liberal Education. I have made it as extemporaneous as I could in the short time I have had to work at it.

I need hardly say much in this presence about the necessity or value of education. In a Republic, where the people are their own rulers, it is as essential that they should be educated as it is that iron should be made into tools, in order that either of them may be fit for their uses. In this country, where you have a Representative Assembly, chosen by the people, it is no less essential. Being essential for the good of the State, it is one of the highest duties of the State to provide this education, such as may fit every citizen to perform his duty to the State intelligently and well. The efforts of the State are always to be supplemented and enlarged by generous and large-souled private giving, such as we hope to see resulting presently in the liberal endowment of Oahu College.

I count it a prouder boast for this little Kingdom of Hawaii than can be made on behalf of any other on earth, that it has a lower percentage of illiteracy than any other kingdom—that it has a smaller percentage of illiteracy than any State in the American Union, except one. Let us each do our small mite toward giving it the same eminence in a more advanced and higher department of education, by putting Oahu College on a war footing at once.

(*Continued on Page* 64·)

claim that his higher privilege called for greater sacrifice. Study the grand old classics, young man, and you will never be able to waste an hour upon a dime novel. Applause for Master Frear.

Afterwards, Miss Emma M. Whitney entertained the audience with a treatise on "Palimpsests"—ancient parchments from which writing had been partially erased by chemicals, to furnish a clean sheet for a subsequent scripture. The young lady then presented some interestling illustrations, of what might be termed the geological palimpsest, and also that of human experience. Applause and a bouquet greeted the fair graduate at the close.

At the close of this essay, Mrs. Hanford sang an aria from Handel's Creation. She sang with much sweetness, with a clear, full articulation, and with a well sustained tone throughout; it was a highly enjoyable treat; and deserved the prolonged applause it called forth.

Afterwards Miss. Helen S. Chamberlain entertained the company with her views about "Growing Old." The fair philosopher throught that Shakespeare should have added another age, to his enumeration of the periods of man's life; the age of sauce of boys; which does not speak well for the young gentlemen of Punahou. And commenting upon old maids, said that the character, instead of being usually slender, sharp featured, sharp tempered, and an illnatured gossip; was very often stout, round featured; possibly a little wrinkled, and not ashamed to acknowledge a fiftieth birthday; yet a kindly, unencumbered ministering angel in a wide cercle of matron and maiden relatives and friends. We judge that this is a portrait of a nice home friend. The fair lecturer quoted; "the hoary head a crown of glory, when in the way of righteonsness," and as she then spoke of the advancement and endowment of the Alma Mater, it was clearly understood, that she meant that the old fellows who had any spare cash, would be in the way of righteousness, if they planked up for Punahou. This pleasant and well read essay, was greeted with warm applause and a bouquet.

Next, a young gentleman, Mr. Wm. F. Jones, delivered an oration on "Hugh Miller." He spoke with a good, clear voice, but a little too deliberate. But he entertained the audience very well, with an account of the hard-working, indefatigable Scotch geologist, who preferred to be clipping rocks, rather than attend cock-fights, or the baiting of the badger. His discourse was well applauded.

The next event of the evening was the presentation by President Jones of diplomas to the young ladies and gentlemen who had spoken during the evening.

Prof. W. D. Alexander then came forward and delivered the address, which appears on pages 63 and 64, which was received with close attention, and a lively round of applause at its close.

At the close of Prof. Alexander's address, the evening being far advanced, nearly 10 o'clock, and the audience getting somewhat weary of their seats, many rose to leave; but on the appearance of Mrs. Emma Dillingham on the platform, there was immediately a hushed attention, and, we believe, speaking from our own experience, that every one soon lost their sense of being a little tired, though so well entertained, in listening to this lady's pleasant spoken, thoughtful, witty little poem. Its sprightly and apposite enumeration of personalities claimed the closest attention of every listener; and the poem is indeed an exceedingly well written, appropriate and bright production, and reflects honor upon its fair author. We are happy to present it to our readers.

Dr. Damon announced that the Fund to which they were asked to contribute was actually in existence, as he had received that day a subscription of one dollar from one who could afford no more. The Treasurer, Mr. Chas. M. Cooke, asked those present to return to him the subscription papers, that had been distributed, before leaving, filled up for some good amounts, and announced that he had already in his pocket one cheque for $1,000.

The Chairman, on behalf of the Trustees, then returned thanks to the ladies and gentlemen who had provided the luncheon, and who had honored them with their presence that day. The proceedings then terminated.

The Exhibition,

On exercises of the graduating class of Oahu College held at Fort St. Church in the evening, was attended by a crowded assemblage of ladies and gentlemen and young folks. The Church was tastefully festooned with wreaths of ferns, and an improvised platform in front of the organ was beautifully decorated with rare flowers. President Jones of the College. Profesor Alexander, the graduating class, and several ladies and gentlemen occupied the platform.

After the organ voluntary Miss. Lucy T. Wetmore, read in a good clear voice "The Crusades," a very concise and interesting historical composition. The fair young essayist, deprecated an enthusiasm that led bands of children to wander from home with song alone for the rescue of the cross; and prayed for the success of the modern crusade of temperance. And if good young women lead the modern crusade by the social board, they will win more substantial victories, that any achieved by the red cross Knights. The young graduate was warmly applauded, and presented with a basket of flowers. "The sword, the pen, and the broom," was delivered in a pleasant voice by Miss Cora E. Hitchcock. Whilst the interesting essayist set forth the world commanding achievements of the sword and the pen; yet she claimed with much happy expression a paramouent civilizing influence for the broom. The young lady did not hint at the possible availability of the handle, in certain contingencies, but she no doubt discreetly reserved that consideration for her future experience. A good round of applause and a bouquet greeted the young lady's clever essay. Then followed a very pleasing duet on the piano, a symphony excecuted by Mrs. Handford, and Miss Emma M. Whitney.

Next was an oration, "The Study of the Classics," by Mr. Walter F. Frear. The young gentleman spoke with a good, clear voice, and with full articulation, and appropriate gesture. His claim for the paramount consideration of the ancient classics in a thorough education was well maintained. If we would study the full measure, range and quality of human capacity, we must not leave Homer of three thousand years ago; nor Virgil of two thousand years ago, out of our repertoire of knowledge. The ancient Greek bard touched the highest refinements and nobilities of our nature—when he speaks of Helen's praise of Hector's courtesy; and of Sarpedon's and friends. This Nursing Mother of Hawaiian youth plaintively set forth that hitherto she had but been allowed one dress (of whitewash) a year, and claimed that her age and her position in this growing and prospering community rendered new and more suitable habiliments an immediate necessity. A new building (a sketch plan of which was exhibited) to include a library, a laboratory, a music room, etc., was wanted. To erect this a sum of at least $25,000 would be required. She appealed to those who had been educated under her wing. No doubt the Trustees had not hitherto asked them, lest they should be obliged to do something handsome themselves. Mr. Frear had truly said that Fort Street Church was more indebted to Punahou than the school was to Fort St. Church. He had never uttered a truer word during his ten years' residence here. Punahou had given to the Government a corps of surveyors that would be an honor to any country. One of its pupils was now the head of Hampton Institute, and the people of the United States could well afford to give $100,000 for him. She was in immediate want of the $25,000, besides which she desired to have two new professorships endowed, and the President's salary secured by a special fund. To her friends and pupils she said "You will pass away, but I hope to live in usefulness here for centuries."

This concluded the arranged programme of speeches The meeting was then addressed by His Ex. the Hon. H. A. P. Carter, who said he did not understand why he was called upon that day, except if it were because, as a certain newspaper said, he was the "husband of his wife." He had not had the privilege of being educated there but he had to thank Punahou for his wife. Many of them must recognize what they owed to Punahou for their wives. Government in this country would not be possible but for just such influences as Punahou had put into the hearts of her sons. From Punahou would be derived future legislators and those who would hereafter have to administer the affairs of the Kingdom and her quarantine laws. He had certainly learnt much by coming there to-day. Referring to Mr. Bishop's address he said they never knew what the Board of Education was doing except by referring to Parliamentary papers which no one read when he could help it. The Board had escaped the capacious and all absorbing maw of the Interior Department. Certainly the Rev. Mr. Frear had given them a new idea of the work that had been done by Punahou during the past ten years. The Trustees of the College deserved support. They would encourage them, applaud them, do everything except give them money. He did not think he was called upon to do that. Even Alma Mater, when she spoke of Fort streets' duty in this respect, never mentioned the Bethel so they would see he was justified. It was very pleasant to him to stand outside sometimes to criticise a body he had nothing to do with. He had no office in connection with Punahou, it was not his business to "inspect their structures," or otherwise meddle with their affairs. He was happy to be able to look on and criticise.

Rev. A. Macintosh said he did not expect to be called on, and as he had to leave must content himself with the expression of his hope that Punahou would develope into a University for which he might have the task of preparing many future scholars.

The Hon. J. M. Kapena strongly urged that this was the golden time for Hawaii nei, when the wealth of their plateaus was being rolled out by millions, and the opportunity should not be let slip, but a noble response given to this appeal from Alma Mater. He saw men there who could afford it, and they should put their hands in their pockets and out with it at once.

Professor Alexander's Address.

LADIES AND GENTLEMEN :—It seems almost like yesterday when, fifteen years ago, we celebrated the quarter century anniversary of the Punahou School and Oahu College. Since then, fifteen years have taken their rapid flight, and left their mark in many important changes, but more in the country at large than in the school whose 40th anniversary we celebrate to-night.

Having delivered the address on that former occasion, it was very much against my wishes that I was appointed to serve in the same capacity a second time, but my protest was unheeded. But at this hour of the evening, I think that if "brevity is not the soul of wit," it is certainly the part of prudence.

The history of the institution was treated of at length on that occasion, and is given in a historical pamphlet which has just been published, so that I need not enter into that subject again. Our Alma Mater may be considered young in years, but yet she is rich in experience, and old compared with other institutions of this country. Looking at the record of her numerous alumni, who have acted well their part in every useful and honorable calling, both here and in foreign countries, we may say with pride that she has not existed in vain.

As the Puritan Fathers within ten years after their landing in New England, took measures for founding a College, so did their descendants and others unite in planting on these Islands a germ of what we trust will yet grow into a College worthy of the name. And when the Hawaiian nation arrived at such a point in its progress that it began to take its place as an independent community in its ecclesiastical as well as its political relations, it was proper and necessary that we should take steps to become independent of other countries in education as well as in other respects. It was then that what had existed as a private school, was changed into a chartered institution of a higher grade and placed on a broader basis as a national College. The arguments for this course, so ably set forth by President Beckwith in his admirable inaugural address are just as true now as they were then.

We need such an institution to develope the intellectual resources of the country. Mental and moral power more than money is the real standard of a nation's strength. It is not enough for us to depend on imported talent, while we neglect to train up the materials existing in the country itself. We should deserve to become the prey of carpet baggers and adventurers, if we followed such a policy.

Now (as I said on a previous occasion) few will be willing or able to cross oceans for an education, while many will gladly avail themselves of it, when brought home to their doors and pressed upon them.

Well, said the Earl of Bellamont to the General Court of Massachusetts in 1699, "It is a very great advantage you have above other provinces that your youth are not put to travel for learning, but have the muses at your doors," and the same ought to be true of this country. It can easily be shown that even in a pecuniary point of view, a liberal institution of learning is one of the best investments which any community can make of their surplus capital. Permanent institutions give permanence to society, on which the value of property depends. Already this institution has kept and is keeping many valuable citizens in the country, who would otherwise have gone abroad to find means of education for their children.

We need such institutions to give tone to society, and to harmonize and elevate the heterogeneous and discordant elements of which our community is composed, and to cultivate a sound patriotism.

We need an institution liberal enough to ignore prejudices of race, when representatives of different nationalities may receive the same liberalizing culture, and be bound to one another by the tie of association in ennobling pursuits, and by common tastes and sympathies, "ties which light as air, are yet often strong as links of iron."

As Mr. Lowe said in Parliament on the passage of the last bill for extension of the Suffrage, "We must educate our future masters," so there is no better way to meet the dangers arising from what is termed by some, "a Mongolian invasion," than by imbuing the brightest minds of its rising generation with the true principles of Christian civilization.

If we mean to be citizens of a country, and not *denizens* of a mere factory for the production and transhipment of sugar or of any other staple, we must provide for the higher education of our people, without which our unrivalled climate and glorious scenery will not suffice to make this a desirable place of residence.

I will add that if the European race in this country is to be preserved from the fate of other tropical colonies; if the standard of manhood, of virtue and energy is to be maintained here, and our children preserved from the taint of sensuality and indolence; it is to be done, (in part at least,) by imbuing them with higher principles and purer tastes in early life. Besides the enervating effects of climate, and the contaminating influences indigenous to our soil, there are other more subtle, more diversified and fascinating allurements to sensuality, brought from civilized lands, to which those who have not learned to find pleasure in cultivating the higher part of their natures, will fall an easy prey.

They whose minds are not trained to a love for the noble truths of science or the refined pleasures of literature and arts, can hardly escape the infection of that flood of vile literature, which finds its way to every nook and corner of the civilized world. Those who are not fitted for higher companionship will be more likely to associate with the low and vicious.

And one of the greatest benefits to be derived from a collegiate institution here is that our children may be longer kept under *home influences and parental guidance*. It is the period between boyhood and manhood that is the most critical part of life. It is during that period of rapid changes both physical and mental of vague aspirations and of wild impulses, when character is taking its final shape, and the seal is being set to his plastic nature, that the young man needs all the wise counsels and all the pure and tender and refining influences of Home.

I advocate no monkish seclusion from the wicked world which he must encounter sooner or later, but that he should have the help and guidance of the best friends he will ever have on earth until as has well been expressed, "he is able to gauge the depths of hollow hearted hypocrisy, and to look beneath the tinsel of fashionable folly, and to unravel the subtleties of infidel sophistry and to scorn the sneers of genteel immorality."

There is much greater need of such an institution here now than there was fifteen years ago. We are now in a transition era, an era of rapid changes, the result of which the wisest cannot foresee. The most difficult problems are forced upon our statesmen for solution, problems as vital to our existence as a nation and as difficult as any of those that are taxing the leading minds of the earth. Besides we shall inevitably be more and more forced out of our isolated position as lookers on at the world's great drama, and drawn into the vortex of the rushing current of modern civilization, with all its tendencies for evil as well as for good.

The steamship, the submarine telegraph, and the Isthmian canal are destined to put us in still closer connection with that mighty movement, of which no mortal can forecast the future, with its restless discontent, its intense competition, and class-hatreds, its materialism and mammon worship, as well as its active philanthropy. Mighty, but dimly seen powers, seem to be gathering force for contests such as the world has not yet seen, and which probably will lead to vast changes in the near future, of which we must feel the effects. More than ever then we need to train up men to meet the increasing demands of modern life, men who will not be "blown about by every wind of doctrine," but will think for themselves, and who even in the "moral interregnum," that Goldwin Smith warns us of, would stand fast on the eternal foundations of truth and morality. In short, I believe that an institution of learning will exert a conservative influence, which will be needed in the period upon which we are entering. And here it is proper to take notice of a prejudice which exists against the institution in some minds, because it is bound by the terms of its charter to be conducted "in accordance with the principles of Protestant Evangelical Christianity," and is what is slightingly termed a "Denominational" or "Sectarian" college.

While denying the justice of the epithet "sectarian" in the instance, I have no hesitation in asserting the necessity of a distinctively religious character, for a college, especially in our circumstances. And we are inclined to believe that it is for want of it that American State Universities have failed to produce the results to be expected from their imposing equipments and ample endowments.

Education ought to be the symmetrical development of the whole man, moral, intellectual, and physical: What shall we say then of a system which ignores the highest part of his nature, the moral and spiritual; a system which furnishes merely knowledge, but entirely neglects the formation of character, which is of far greater importance? The moral nature needs special training and cultivation as much as the intellectual, and we may as well expect to "gather grapes of thorns or figs of thistles" as to expect the highest results in character to be produced by a system that leaves the moral nature to take care of itself.

I think that few present will deny the statement that religious principle forms the only solid foundation for morality. Nothing else supplies either adequate motives or sanctions for the practice of all the nobler virtues. "Let us eat and drink, for to-morrow we die," is the logical deduction from materialist doctrines now as it was 2,000 years ago.

The attempt to teach moral science without venturing any opinion on the fundamental questions which lie at its basis will necessarily be a failure. But the same is true to a great extent of other studies. How can one teach History (unless reduced to an unmeaning list of events and dates) without taking sides on such subjects as the rise of Christianity, the Protestant Reformation, or the Massacre of St. Bartholemew? Or how can one teach Psychology without pronouncing for or against the existence of a soul, or even the physical sciences without admitting or denying the existence of a Creator? It is clear as noonday that no teacher can teach these subjects as they ought to be taught, without positive convictions of some sort, and freedom to express them untrammeled by the fear of being called sectarian. The attempt to occupy neutral ground, and to make the teaching colorless and non-committal, cannot possibly succeed.

Again, we must remember that the period of life between 14 and 21 is a peculiarly critical one. As has well been said "the receptive mind of childhood has given place to the inquisitive, doubting mind of boyhood and manhood." The great problems of Life, of Duty and Destiny force themselves upon the mind, and will not down at any one's bidding. The student is no longer satisfied with an "ipse dixit," but desires to know the reasons for his opinions. He should not be left at this critical time in his life "to grope and gather dust and chaff," as Tennyson expresses it, or to become stunted and benumbed in the spiritual part of his being. For it is then that the sublime conceptions of God, of Immortality and Duty, when they enter in and take possession of the soul, have a wonderful power to awaken dormant faculties, to ennoble a young man's motives and plans for life, and to widen the range of his sympathies, in short to make a man of him, in the highest sense of the term. The cultivation of the moral nature powerfully reacts on the intellect. It is there that are hidden the inner springs of character. Touch them and the whole man is roused to action. This is the reason why great educators like Arnold of Rugby, and Mark Hopkins of Williams have exerted so deep and far-reaching an influence. They considered the communication of knowledge as but a subordinate part of their work, and labored not merely for time but for eternity. The school whose anniversary we celebrate tonight was founded in the spirit of the motto of Harvard University, "Christo et ecclesiæ," and if on this account the epithet "Sectarian" be applied to it, we may justly regard it an honor rather than a reproach.

But in order to supply the wants of the growing community on these islands, and to accomplish the objects for which the College was chartered, the time has evidently come when it ought to take a new step in advance. There has been a great and rapid development of the material resources of this country during the last four years. But as yet our educational institutions have not felt the impulse which has been imparted to every branch of business.

While this school has largely increased in members, while it has been ably administered, and has maintained its honorable standing in scholarship, its means have not been materially increased beyond what they were 15 years ago. At that time, to quote from my address in '67, we said "It is to be hoped that ere long a new effort will be made to complete the endowment, and that the much talked-of scientific professorship will become an accom-

plished fact. An increase of our library is also much needed, and a separate fire-proof library building should be erected within the next few years."

All of these objects are more urgently needed now than ever, and friends of education will be glad to learn that a movement is on foot for carrying them into execution

The need of a scientific professorship has been plainly seen for the last twenty years. The importance of scientific studies, has greatly increased during that time, and in all the older civilized countries they have assumed a far more commanding position than they occupied a quarter of a century ago It is not to our credit that we have to send across the ocean for analyses of our soils, or even for the names of our grasses and ferns. To say nothing of the practical bearing of these studies on agriculture and manufactures, there are (as was stated on a former occasion) few regions more interesting to the naturalist, or where there is more opportunity for original research and discovery than the Pacific Ocean. At the same time these islands are the best centre or base of operations from which to explore this ocean. In a scientific point of view they have been as yet but superficially explored, and no doubt they are destined to throw much light hereafter on questions of the highest interest and importance. While, however, claiming a prominent place for scientific studies, I need not repeat the plea which was made for classical studies on a former anniversary, nor is it necessary to urge the importance of the study of the modern languages before this audience.

In the second place, it is certainly time that some addition should be made to the venerable buildings erected before the present charter was obtained, and while the institution was a private school. They are notoriously insufficient for the present wants of the school, and I trust that the plan suggested at the Reunion this afternoon will be carried out, and that ere long there may be in addition a permanent fund, the interest of which shall be devoted to the purchase of new books for the library, so that it may be a live and growing institution.

The time has now come when those who have enjoyed the benefits of instruction in this school, (founded and in part endowed by the generosity of others and the liberality of this Government,) should show by the deeds their gratitude to their earliest Alma Mater, and aid in handing down its blessings to future generations. In no other way can we make investments that will produce such far reaching benefits

The memory of Cardinal Wolsey will be kept green as long as the towers of Christ Church College stand, for when his Sovereign stripped him of all his other possessions, he could not deprive him of this. Especially happy are those who live to see the results of their benefactions, and to act as "their own executors."

I hope therefore that the ten years remaining before the Semi-Centennial of Oahu College may witness a substantial addition to its resources and appliances for instruction, that some long talked of improvements will then be accomplished facts, and day dreams have become realities

Let us then be up and doing. Let us build up this institution as one of the best instrumentalities through which we can work for the good of this country and of mankind.

May it ever be like a mint that sends forth only genuine and unsullied coin.

May each centennial anniversary find it ever true to the principles in which it was founded, exerting a steadily widening and deepening influence on the side of sound learning, pure morals and equal justice; and even taking a leading position in the intellectual march of the coming ages.

(*Continued from Page* 61.)

What is Education? In asking myself this question I found that it had never before occurred to me to take this word to pieces and look into it a little, to find accurately just what it does mean. EDUCATION—from *educere*, to develop, to cause to appear, to draw out. Now, I will leave it to this unprejudiced assembly to say whether, in *some* schools—not at Punahou, I am sure,—but whether, in *some* schools, we might not be justified in believing that EDUCATION, instead of meaning *to draw out* might mean *to stuff in*.

I have visited schools at home where the scholars all seemed to me like little bags, sitting in a row, waiting to be stuffed according to contract with a certain amount of cube root, ground grammar, dried philosophy, and what not.

One little fellow would seem like a strong, close-grained flour sack, that would hold anything and everything down to the very superfinest grains; next him would be a very mother's darling of a little bag, all velvet and embroidery, looking as if it ought not to be asked to hold anything coarser than a lace handkerchief or a ladies' smelling bottle; next to this curled darling would be a great coarse, hulking coal-sack of a fellow who never could be made to hold anything but the vulgarest of vulgar fractions, and the falsest of false syntax, and could not hold even these without scattering soot and grime over all; then there would be mail bags—close mouthed, strong, steel-clasped, leather fellows, with padlocks on their mouths that would keep safe all that was put into them; then, next, flimsy paper bags, that would go all to pieces and spill every thing out the first time they got wet; then money bags, not large enough to hold anything but filthy lucre; then waste bags, rag bags—everything under the sun in the way of a bag would seem to be there.

The misery of it all is, that in the schools we are considering—the Blimber Academies—all these divers little bags of all sorts and sizes have to be stuffed in the same way, with the same kind and amount of substance. They will take any kind of a boy or bag, and stuff it in such a way that it will come out invariably, Mr. Toots.

Many parents seem to have an idea that their children ought to be turned out from the educational mill filled to the brim with all the knowledge they will ever need in the whole course of their lives. Is this what schools are for? Suppose you send your son to a harness maker, to make a saddler of him. You don't expect the harness maker to give him saddles enough to last him all through his business. You expect that he will teach the boy how to make saddles for himself as they are needed. It seems to me this is something like what we ought to expect for our children from our educational institutions. We should expect our children to be taught how to learn, how to be skillful with their minds, how to explore for themselves all the avenues of thought and knowledge, so that their storehouses may be continually filled and refilled with the freshest knowledge of their own achievement.

It seems to me that that education is most liberal which best fits and equips men and women to do their life work. There is so much to do and so little time to do it in, we need the very best tools to work with. This it is that education should do for us: It should teach us how to use the tools. I might talk you deaf, dumb, and blind without giving you more than a syllabus of the means—this is the end.

To be a master workman in this is to do more than the simple work accomplished by one's own hands. In doing for ourselves we acquire for all mankind. There is something ennobling in the very sight of such master workers and such achievement.

It is said that, coming into the presence of the Apollo, the body insensibly assumes a nobler posture. It seems to me that there are moral and intellectual natures of such purity and elevation and strength, that one insensibly assumes a more upright and noble attitude in the serene presence of their spotless lives.

This is the highest education—to be so fitted to give out strength and sweetness that the divine essence of love—of strengthening and helping and saving—may pour out from one's daily life like a never ceasing benediction, lifting all souls toward God the Father Everlasting.

REV. MR. FREAR'S ADDRESS.

I have been very intimately connected with Punahou during the past decade; those ten years have comprised the shady days of the institution, but I now look forward to a bright future when these halls will expand into a University. I count myself fortunate in being called upon to talk of the work of Punahou during the past decade. I do know the work done; I am familiar with the gauge and the work of the teachers in a manner that no one else has been. I feel thoroughly that I know the progress both mental and moral of all the scholars, and I rejoice over the work that has been done. I said that during the last decade the school had passed through shady days, but I did not mean that it had been a period for Jeremiads and Lamentations, good work has been done. There is a talk of new buildings, but I am sure as good work has been done and far more endearing memories will cling round the old buildings. In New Haven spacious buildings have been recently put up, but the students much preferred the moss grown buildings which have stood for 100 years. Punahou might have done more if it had had greater advantages; nevertheless during the past decade it has done its work and done it well. It has not made great strides in material prosperity, and yet it has made greater than in any previous period. My hearers will be surprised when I tell them that one-half the invested funds have come in during the last ten years. There are still some eligible lots to sell belonging to the school property and these will raise the present endowment still further. The staff has been increased and instructors worthy of the institution have been engaged. I regret to leave these islands under any circumstances, but chiefly do I regret on account of my children. Wherever I may go, be it the west coast or be it further east, I shall never find a place with which I am so thoroughly satisfied as Punahou. Once they entered this institution and I felt perfectly at ease concerning them. I know what has been personally done for the pupils—the manhood of the pupils has been developed. I have visited the school at all seasons, I have seen young lads and girls who on first entering were afraid to speak because they knew so little, fearful of committing errors, develop until they spoke with that clear enunciation and precision which comes of true knowledge, as we heard them do last Monday and Tuesday. A noble work has been done here; scores have been here educated to be Christians, scholars and men, and what more could be asked?

> "Were I so tall to reach the pole,
> Or grasp the ocean in my span,
> I must be measured by my soul;
> The mind's the standard of the man."

There is more to do, however, and I rejoice that the means for doing it will shortly be provided. But whatever may be done in the future I will have no one disparage the work which has been done in the past.

PRESIDENT JONES' ADDRESS.

For two days, in that building across the way, we have been showing something of our present work and this evening we intend to show you some more. We are trying to do that most difficult of all things—we are trying to give people *what* they want at the same time showing them what they ought to want. During the forty years which have elapsed since the foundation of this institution there have been changes here and elsewhere, old methods of teaching have had to give way to new ones, which in their turn have been superseded by still newer ones. The old missionaries when they landed here were all cultivated gentlemen, trained in the colleges of the United States and they were unwilling that their children should suffer from their self exile into this country. The result is apparent to-day, for when I look around me, I see more college bred men in this community than in any of like size. A change has been coming over the aims of college education lately; people desire less Latin and Greek and more Natural Science, more Astronomy, more Chemistry, more modern languages; this is the drift things that are at the present day taking in the East. It is not that we no longer believe in Greek and Latin, we still believe in them but we must meet the wants of the day; to do this we have to give more attention to Natural Science. We have to enlarge our course, we must teach more geology, more geometry, more modern languages. Many pupils will in future finish here, we must take care that they do not suffer by staying; as good work has been done here as in the Eastern colleges. Some change must be allowed in our course of education. If we look to the East we find more students in the technical schools than we find in the colleges; we must take warning by this; this shows in which direction the current of education is now setting. I hope, however, these changes will not be too great; we must guard against stepping too far in the new direction. In the Eastern colleges it is the custom to give each man a speciality, here one man has to do the work of three or four men; in such colleges as Yale this is a disadvantage. A further disadvantage that we are at is the lack of apparatus. We have to teach Chemistry without a laboratory, Astronomy without a telescope, Natural History only from books. More men and more machinery is what we want. We are also trying to teach music of a high character, not the flimsy music of the present day but the classic works of Beethoven, Hayden, Mozart and other great masters. We are training in vocal music as well, training the vocal organs, so that no one after ten minutes of singing or speaking shall sit down and say "My voice is tired," "My throat is sore." But training to be successful must not only be directed to the mind, it must develop the soul and the character; training however magnificent which does not do this, we consider fails in its proper object. We have endeavored therefore to show that vice is shameful, sin is low; we have endeavored to train the conscience, to obey not through fear of rules but because to obey is right, to show courtesy to one another, to learn to despise sly conduct. There has been reproof during the year, and sharp reproof but the words have been directed at the sin not the sinner, Doing our work in this way we feel confidence in it, we feel that our present work is not, *cannot* be a failure.